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A NEW SONG TO AN OLD TUNE.

[A correspondent of the SCHOOL JOURNAL sends us this *jeu d'esprit*.]

It's oh! to be a "lord"
Along with the princely sex,
Where men are favorites of the Board,
And blessed with naught to vex!
Oh, men with sisters dear!
Oh, men with mothers and wives!
It is women's brains that are wearing out,
And human creatures' lives!
It's oh! to be a slave
Along with the barbarous Turk,
Where woman has never a soul to save;
If this be Christian work!

Educational Notes.

A NEW Academy is to be built at Cheshire, Connecticut, to cost \$30,000.

REV. J. F. MOORS of Greenfield, Mass., declines his call to the presidency of Antioch College, Ohio, and will remain with his present charge.

JOHN G. WHITTIER has declined, on account of his health, an invitation from the students of Dartmouth College to be their poet at the next Commencement.

MR. I. P. ROBERTS, lately Professor of Agriculture at the Iowa State Agricultural College, has been offered the same position at Cornell University. The trustees have offered him \$3,300 salary.

THE *Philadelphia Press* says that a national college of the most advanced order for women will be established in Washington, in which will be taught all branches of learning, including theology, medicine, law, art, and the sciences.

It is proposed to build a University in Colorado. The people of Colorado Springs have offered to give 100 acres of land if the institution be placed there, and to give, besides, \$1 to every \$4 raised elsewhere, to the extent of \$50,000.

DETROIT has invited the National Educational Association to assemble there next year. The invitation has been accepted by the President, S. H. White, who has named August 4th, 5th, and 6th, as the date of meeting.

PROF. JOHN J. BROWN, of Syracuse University, has been appointed Assistant Astronomer for the party to be sent out by the Government of the United States to take observations on the transit of Venus. He is to be gone 15 months from next May, and will first proceed to China.

PRESIDENT ELIOT of Harvard, Prof. Dana of Yale, Prof. Leo Lesquereux of Ohio, and Dr. Edmund Andrews of Illinois, are urged as candidates for Regents of the Smithsonian Institution, to fill the vacancies caused by the resignation of President Woolsey, and by the death of Prof. Agassiz.

THE attendance of scholars at the Brooklyn evening schools during the past Winter months has been very much larger than at previous sessions. In view of this fact, the Board of Education has decided to keep the schools open during the month of January. This will be a new feature, as the term heretofore has always closed in the last week of December.

THE Cornell investigation is not yet ended. Mr. Cornell, in the course of his explanation, Dec. 30, said he considered the second contract most advantageous to the University, and further stated that he entered into this operation with the full conviction that he would make \$3,000,000 over and above all expenses, and he was entirely satisfied he would accomplish all he intended to do.

At a meeting of the Overseers of Harvard College, held last week, Hon. Mr. Ware submitted the following resolution, which was laid on the table for consideration at the next meeting: "That the Board of Overseers consent that for the academic

year 1874-5 all rules imposing penalties or marks of censure upon seniors for absences from church, from daily prayers and from recitations, lectures or exercises, other than examinations, be suspended."

THE Massachusetts Teachers' Association held its twenty-ninth annual meeting at Worcester last week. President A. G. Boyden in the chair. Committees were appointed to draft resolutions expressive of respect for the memory of Professor Agassiz. The regular exercises consisted of a lecture by Rev. Dr. A. D. Mayo of Springfield, on normal schools and training schools and their graduates. The subject was further discussed by Messrs. Marble of Worcester and Stone of Springfield.

By a recent vote, the United Fraternity and the Social Friends, the two open literary societies of Dartmouth College, have amended their constitutions to allow the consolidation of their libraries with the college library, which will doubtless be effected at the Spring election of officers. The society libraries contain about 10,000 volumes each, the college library 30,000, and the union of the three, under one management, and with one catalogue, will greatly enhance their usefulness.

THE trustees of Hanover College, Indiana, have refused to accept proffered gifts to the amount of \$2,000,000 on condition that the college be removed from Hanover to Indianapolis, and become the literary department of the James Johnson University. Many reasons are given for this action, chiefly the belief that Hanover College would cease to exist if the change were made, and that a college ought not to be taken to money, but money ought to be brought to the college.

MR. STANFELD recently declared, in a speech on education delivered in Halifax, England, that he "had much satisfaction in believing that in the next Session of Parliament it was probable that the two branches of the subject which would come up for consideration,—that is to say, the nature of the education afforded, and the method of securing the advantages of it to the children of this country,—and what was called the religious difficulty, in connection with the 25th Clause of the Education Act, would be separately put before the public."

HENRY WELLS's foundation gift of \$150,000 to Wells College, Aurora, continues to draw forth the yearly congratulations of students and friends on Founder's Day, which was celebrated Dec. 14, with great interest. Mr. and Mrs. Wells received the company at the college. Music and an address by Prof. Upson (late of Hamilton College) entertained them during the evening. The Hon. W. H. Bogart and J. V. L. Pruyn, Regent Pierson, and other gentlemen were present; among them Col. Morgan, whose recent gift of \$100,000 has given a new impulse to the institution, both in its work and fame.

LORD CARNARVON delivered a striking address, last month, before the Birkbeck Literary Scientific Institution, in London. His main subject, after stating figures, was that the ancient teaching in art, literature, oratory, and the like, was being superseded almost entirely by the teaching of science, either in the form of which the late Mr. Brassey was an example—namely, science applied to mechanical improvement—or science as one hitherto overlooked division of mental effort, or science as the only guide to life. Of the first two he approved, but he questioned whether the third, when unrestrained, did not tend to isolate and therefore to harden itself, till the man of mere science might become an imperious and exacting master.

THE Rhode Island Institute of Instruction will hold its 29th annual meeting at Providence on the 23d, 24th, and 25th of January. Gen. John Eaton, Commissioner of Education, will deliver an address. Prof. Mark Bailey of Yale College, the elocutionist, will give select readings each day and evening. Prominent educators have accepted invitations to take part in the exercises of the Institute. Free entertainment will be furnished to lady teachers who shall make application by letter to L. W. Russell, Esq., Providence, on or before Monday, Jan. 19. To all such cards will be returned,

stating the place where hospitalities may be enjoyed.

THE experiment of sewing in the Boston public schools generally will probably be tried. Since October sewing has been taught to the 1,300 girls in the Winthrop School, and with great success. Two hours each week are devoted to this study. Each class receives separate instruction suited to its advancement, and consequently all grades of work are carried on, from hemming a pocket handkerchief to cutting out and fitting a dress. In teaching cutting, the pattern is drawn upon the blackboard and the several measurements are given and each girl copies them into her drawing-book. Each pupil is allowed to work for herself, and as there are some whose parents are unable to furnish the material, several churches have contributed.

MR. MORLEY, a well-known English critic and author, having "pitched into" the teachers of London, one of them replied thus sharply through the columns of the *London Spectator*: "It is very unfair of Mr. Morley to say that the teachers of our primary schools are utterly bad because they have not done what they have never had the opportunity of doing. We are set down as being utterly bad because we do not pass many children in the Upper Standards; allow me to say to teachers, whether they belong to the Denominational system, the School-Board system, or any other system, can pass children in the upper standards till either compulsion or something else forces children to be kept at school till they reach the upper standards."

THE twenty-seventh annual convention of the Delta Psi Fraternity, a college society, having a Chapter in nearly every prominent university of the country, was held in Philadelphia last week. The attendance was large, and for the first time since the war the Southern colleges were fully represented. The dinner of the society took place at the Assembly Rooms, at which Thomas R. Fisher, of New York, presided. Among the graduate members of the fraternity present were Hon. Stewart L. Woodford, Judge B. T. Morgan, Hon. Hamilton Fish, Jr., Charles A. Peabody, Jr., Richard S. Jenkins, George S. Bispham, and Hon. R. H. Lockridge, of Mississippi.

CORPORAL punishment again. A dispatch from Chicago, of Dec. 30, says: "For some time, an effort has been made to have corporal punishment abolished in the public schools of this city. The press has helped the movement, and a recent case of brutality on the part of the Principal in one of the largest schools did much toward the success of the movement. A few weeks ago, a resolution was introduced in the Board of Education providing for the abolishment of such punishment. To-night, the Committee to whom the matter had been referred reported, recommending the adoption of the resolution. The matter was discussed at length, and finally the resolution was defeated by a large majority."

DARTMOUTH College has 420 students. They are classified as follows: Medical, 52; academical, 302; scientific, 79; agricultural, 22; Thayer Department, 5. The Faculty now numbers forty, there having been added to the corps of instructors the past year Prof. Albert Smith, Prof. George Krantz Salin, and Prof. Daniel Gile Brockway in the Medical Department; Prof. George Bates, Nicholas Tower, and Prof. Arthur Sherburne Hardy in the Scientific School, and Lemuel Spencer Hastings, A. B., tutor in mathematics. The Trustees have in view the erection of a library building, embracing rooms for the Thayer School of Civil Engineering and an art gallery. A part of the funds for this purpose have been secured. Within the last ten years more than \$500,000 have been secured for the various departments.

PROF. THOROLD ROCKES speaks thus emphatically: "The higher education of woman is, I believe, a matter of great and pressing importance, and is of the deepest national interest. I care very little for the admission of women to endowments in aid of education, for I entertain a growing conviction that these endowments are almost an unmixed mischief. But when one comes to think how very many women are forced to earn their bread, how singularly

lary fit the capacity of an educated woman is for several offices of the highest social value, and how prodigious are the social miseries which ensue from their being debarred from nearly every calling in life, it appears to me to be the highest injustice, and therefore the most suicidal folly, to refuse them the means by which they may prove the possession of that capacity by which they can be serviceable to society."

THE Adelphi Society of Knox College, Illinois, recently suggested to the faculty and students of Beloit College, Wisconsin, the propriety of stimulating a friendly rivalry among Western colleges, and, in order to begin the work, the former offered two prizes in oratory, to consist of one hundred dollars and seventy-five dollars respectively; to be open to competition to the following-named universities and colleges, each institution furnishing one orator: Illinois State Industrial University and Chicago University, of Illinois, Iowa State University and Grinnell College, of Iowa, and Wisconsin State University and Beloit College, of Wisconsin. The contest shall be under the auspices of the Adelphi Society of Knox College, in the Galesburg Opera House, on the evening of February 28th, 1874. Beloit College has just accepted this proposition.

A YEAR ago, a few benevolent ladies in this city undertook the task of establishing an industrial school for women. They procured a room, and commenced to teach women and girls the use of the sewing-machine. Their efforts were attended with considerable success, and other branches of industry were soon introduced, and when their pupils became acquainted with any kind of work, they endeavored to procure employment for them. Messrs. Wheeler & Wilson gave the use of the room free of expense, and several other sewing-machine companies contributed to forward the undertaking by supplying the school with sewing-machines. About 1,000 women have been taught the use of the sewing-machine since the opening of the school. Forty-six women have been furnished with places as governesses, and about sixty have learned book-keeping. Saleswomen, housekeepers, and others have been found situations by the managers, Mrs. C. L. Hodge and Miss J. Corson.

ONE of the most earnest and interesting discussions of the State Teachers' Association of Tennessee, which met in Nashville last month, arose on the subject of a School Journal for the State of Tennessee. After a full and free conference on the subject, a report was adopted which favored the establishment of such a journal, and instructed the Executive Committee, consisting of the officers of the Association, to take steps at once to put the enterprise on foot. The work of publishing the journal has been awarded, and a Publishing Committee, consisting of Rev. Wm. Shelton, D. D., John Frizzell, and Rev. H. S. Bennett, has been appointed to represent the Association in business transactions with the publishers. The editorial corps is composed of Colonel J. M. Fleming, State Superintendent, Managing Editor; Associate Editors, William Shelton, D. D.; Hon. W. P. Jones, Superintendent; S. Y. Coldwell and John Frizzell.

THE New York *Commercial Advertiser* says: "In the course of his lecture on 'The Land of the Midnight Sun,' recently, M. du Chailu spoke of the sturdy health of the Norwegian and Swedish children. This he attributed to their simple diet, and the fact that they spend so much of their time out of doors. Every public school has a gymnasium, and, as if that were not enough, the children are compelled to take fifteen minutes' exercise in the school-yard after every hour of study. Thus the body is taken care of as well as the mind. In our public schools, on the other hand, the rooms are crowded and badly ventilated, and the system of discipline is such as to retard rather than promote a healthy physical growth. Teachers, especially principals, are apt to pride themselves on a discipline of motion more perfect than that required of any soldier. * * * Why not borrow from the Norwegians the excellent suggestion of allowing a quarter of an hour for exercise to every hour of study? A visit to the crowded rooms of some of our public schools, and an hour's breathing of their bad atmosphere, would convince even the

most sceptical that there is room for reform in this direction."

MICHIGAN UNIVERSITY is not rich, but it is useful. A special meeting of the Board of Regents was held at Ann Arbor on the 27th ult., at which it appeared that although the institution is laboring under financial embarrassment, it has managed to do a great work, and to do it well, keeping fairly abreast with the times, and, in many regards, leading the educational reforms of the country. The income last year (\$104,243) fell short of the expenditures about \$3,000, but the balance on hand, at the beginning of the year, made the account square. The total attendance of students in all departments, during the year, was 1,176, classified as follows: Department of Literature, Science, and the Arts, 484; Department of Medicine, 358; Department of Law, 334. The Board of Regents call special attention to that portion of the President's report relating to the admission of women to the University, and heartily endorse the statements made. The successful education of the two sexes in the same schools can no longer be considered an experiment. The relation between the University and the High Schools of the State, now fairly established, completes a splendid system of education, and makes it possible for every child in Michigan to enjoy the benefits of a full collegiate course at the expense of the State.

THE Public Kindergarten of Boston, is described in an interesting paper in the *Kindergarten Messenger* for December, from which we take the following: The mere pressure of new pupils into the Public Kindergarten is not even the highest proof of its success. There is still a more striking proof of it in the impression made upon the primary teachers who have received into their schools, one of ten, and another seven of the children prepared in last year's Kindergarten. The one said, 'If all my children were like the one that you have sent me, keeping school would be quite another and pleasanter thing'; and the other, a gentleman, who was proffering her some kindness, said, 'I have vital interest in the Kindergarten, because I want it to feed my school, though I began with not believing in it.' These testimonies confirm one given by Miss Rowe, a highly esteemed primary teacher who (last Spring, when the Kindergarten Association was drafting its petition to Mayor Pierce for a Kindergarten at the North End and one at the South End, and some one suggested that it would not be granted, because the City Board would never vote to pay a teacher for every twenty-five children under the legal school age) said, 'The city would find it a saving of expense. The materials cost no more than the books that are destroyed in primary school every year; and two years of primary school might be saved. A child of no extraordinary natural gifts, who had been to Miss Alma Kriege's Kindergarten two years, came to me at seven, and easily passed through all the three grades of the primary school in one year, because all his habits of mind were so well formed, and he had been taught both how to behave and learn.'

THE ROD.

A principal of one of our best grammar schools was heard recently to say, while speaking on the subject of the proposed restoration of corporal punishment in our public schools, that the most inefficient teachers were the ones who most strenuously insisted upon the restoration of the ferule, and added that if he could not govern a school without resort to flogging, he should consider himself unqualified for his position and would resign. Here is the truth in a nut-shell. A teacher thoroughly qualified for the position of principal or instructor in schools does not need to have recourse to the birch. On the other hand corporal punishment is a certain kind of brute force employed by the weak to enable them to administer authority for which Nature has wholly unfitted them. But we are told there are scholars who can be managed in no other way, which is possible; and so, too, doubtless we must always have in our schools a certain ratio of inefficient teachers. We suggest a compromise: let the boys who will obey only under an administration of the ferule be placed under those teachers who can govern in no other way. By this means the sacred emblem of the birch can be restored, and at the same time Christian children can have an opportunity of going to Christian schools.—*Christian at Work.*

TEACHERS IN COUNCIL.

MEETINGS OF THE TEACHERS' ASSOCIATIONS OF SIX STATES.

PUBLIC EDUCATION IN ILLINOIS, WISCONSIN, MICHIGAN, INDIANA, MISSOURI AND MASSACHUSETTS.

The closing week of the year was signalized by the meetings of State Teachers' Associations in different sections of the Union. The attendance at all of these meetings was large, and as will be seen by our reports below, the subjects under discussion were of a "live" character, and important.

ILLINOIS.

The Illinois Association met at Bloomington, Dec. 30. The meeting of the Primary Section was held in the High School building. J. S. McClurg was Chairman. The following topics were brought out by able articles, and discussed fully: "Line upon Line," by Miss Mary G. Burdette of Peoria; "Spelling," by Miss L. H. Johnson of Normal; "What Are the Facts?" by Miss Mary E. Jones of Bloomington.

The High School Section met at Dury Hall, J. L. Pickard in the chair, in the absence of Prof. Coy in Cincinnati. Papers were read on "The Best Method of Teaching Latin," by Prof. Baltwood of Princeton, and N. C. Dougherty of Mount Morris Seminary. The discussion following was interesting, and participated in by many teachers.

The County Superintendents met at the High School also, and spent the forenoon in discussing topics of peculiar interest to that class of educators.

The General Association assembled at Dury Hall. A paper on "The Importance of Teaching the Elements of Civil Government" was read by P. N. Haskell of Hyde Park; also one on "The Claims of Natural Science to a Place in the Common Schools," by Prof. Taft of Champaign University; one on "Character is Power," by H. Freeman of Rockford. Mr. Gastman of Decatur, who was to lecture on "Agassiz at Penikese," failed to appear.

In the evening the Association listened to an address by the Rev. H. N. Powers of Chicago.

WISCONSIN.

The Wisconsin Association met at Madison, Dec. 29. The first evening was devoted to the question of "Compulsory Attendance upon School." The debate was exceedingly able and interesting eliciting many facts of the greatest interest. It was shown that in some districts the attendance would reach from 80 to 90 per cent of the children of school age. The general sentiment of the meeting seemed to be that a compulsory law was unnecessary and impracticable. The question was referred to a committee, of which the Hon. W. H. Chandler of Sun Prairie is Chairman, to report at the July session of the Association.

Dec. 30, papers were read on "The Supervisor of Schools," by President Allen of the Oshkosh Normal School, and Prof. Shaw of Madison. The general demand was for more thorough supervision.

Prof. Graham and Salisbury read papers upon "The Best Method of Securing Attendance upon Teachers' Institutes." The ground taken in both papers was that such attendance should be secured by moral suasion.

Prof. Allen of the State University read an admirable paper upon "The Utility of Classical Studies as a Means of Mental Discipline." He claimed that classical studies especially prepare the students for dealing with questions which must be determined by the predominant weight of evidence, while mathematics fit men for dealing with matters capable of exact determination. The paper led to a lengthy discussion.

Prof. Carpenter of the State University read a paper on "The Relation to Each Other of the Different Educational Institutions of the State," taking the ground that the educational work should be systematized in a manner analogous to graded schools; that the schools should be assigned specific work, and kept to it. Dr. Chapin of Beloit seconded the views advanced.

Dr. Joseph Hobbins of Madison presented an able and timely paper upon "Sanitary Regulations of the School-Room, and the Number of School Hours."

Prof. Parker of Janesville read a paper upon "The Relations of the Public Schools to the Moral and Social Well-Being of the Community."

MICHIGAN.

The Michigan Association met at Ann Arbor, Dec. 30. Prof. Payne of Adrian read a paper on "The Old and the New in Education," in which he pointed out some dangers of reaction in educational beliefs; spoke deprecatingly of the object of teaching; favored the word-method of teaching a child to read, and recommended the analytical mode of general instruction. The paper was unusually thoughtful, and was well received. A general discussion followed, chiefly on the word and phonetic methods of teaching, when the meeting adjourned until 2:15 p. m.

The afternoon session was taken up with two addresses. The first was by Miss Kate Brearly of Kalamazoo College, on "Systematic Reading," in which she claimed that the best recreation was in a systematic variation of intellectual enjoyment. Prof.

Thomas of Niles gave a short and pointed review or discussion of the essay.

The second address was by Prof. Truesdell of Flint on "The Normal Department in High Schools," in which he advocated special and thorough training for teachers, and the State support of more Normal Schools by the abolishment of that at Ypsilanti, and the division of the funds among the high schools, a normal department to be established in each. Prof. Bellows of the Normal School spoke strongly against this, and a spirited general discussion followed.

The afternoon session closed with a business meeting. This evening the Hon. J. V. Campbell, LL.D., of Detroit, delivered an able address on "The Results of Teaching."

The room was densely crowded all day, teachers being present from all parts of the State in great numbers. The meeting was the largest and most enthusiastic ever held in Michigan.

INDIANA.

The Indiana Association met at Indianapolis, Dec. 30, with four hundred teachers in attendance. Addresses were made by Dr. Elliot, President of the City School Board, Prof. W. A. Bell, retiring President of the Association, and Prof. J. M. Smart of Fort Wayne, the Incoming President.

MISSOURI.

The Missouri Association began its Twelfth Annual Meeting at Warrensburg, Dec. 29. After brief addresses by Gen. Cockrell, President, Prof. Root, Judge Krickel of the United States District Court spoke on the demands of the State and nation educationally. He charged in strong terms neglect of duty on the part of legislators in not providing for the thorough maintenance of public schools throughout the State, as required by the Constitution, and contrasted the condition of education in this country and Europe, showing unmistakably that while the systems of the latter were far in advance of ours, the demands of a republic for educated citizenship were manifestly greater.

Large numbers of interesting papers were read, and great interest was manifested in the proceedings.

MASSACHUSETTS.

The Massachusetts Association met at Worcester, Dec. 29. Five hundred teachers were present. Superintendent Stone of Springfield opened the first discussion—on the question: "Would the interest of education be promoted by increasing the relative number of male teachers in our public schools?" He did not understand that the question opened up the comparative merits of male and female teachers. It was conceded that some schools would be best taught by women—others by men. He thought that the services of both are needed, especially in molding the character of pupils, just as the influence of both father and mother are needed in bringing up a family. He thought, however, that too many men have been displaced by women in our schools. Both men and women were needed, but, on the whole, a larger percentage of men than now.

Mr. Collins of Boston was in favor of more male teachers, first, because women remain teachers so short a time, while men generally teach longer. By means of this brief service he alleged a lack of devotion and consecration on the part of women teachers; second, our success as teachers depends largely upon whether we are learners, and he did not see what time women teachers could find for self-culture, since, like all women, they had to devote so large a portion of their time to dress and the everlasting needle; third, because women have less learning than men, perhaps because they have fewer opportunities, but the question was on the fact; fourth, because they have less nervous energy and physical strength than men. This he believed to be the reason why women were so little employed as teachers in foreign countries.

Mr. Jones of Boston declared that the majority of women teachers there served more than eight years. He thought that women would be glad to teach longer, if they were paid enough.

Mr. Philbrick of Boston followed with a paper on "FOREIGN EDUCATION,"

treating mainly of the German and Austrian systems of education as he had seen them, and comparing the public schools there with those in Massachusetts. The peculiar feature of our schools is that they are all free.

No country spent money so freely for schools as Massachusetts, but in Europe they made their money go farther than we do. European nations, Germany especially, thoroughly understand the science of education, or pedagogy, as they call it. This includes the consideration of every subject that has to do with the education of people of every age and station of life. In Prussia alone there are 74 educational periodicals, every teacher possesses a larger or smaller number of educational books, and as a result the people are posted on educational matters. If Massachusetts means to maintain her leading position in educational things, she must learn of Europe and study pedagogy. We have one small educational paper and not one teacher in ten reads it. We have no system. The speaker then explained at length the splendid system of Prussia, and compared it with the lack of system in Massachusetts.

Prof. Bascom of Williams College read a paper on "How shall the demand for the higher education of girls be met?" He pleaded for

CO-EDUCATION.

The plea for a different education meant simply a less education for women. He would give them both the same opportunities, and let nature settle whether she could not know as much as man. With equal opportunities the question of social status would soon settle itself. The experiment of co-education is morally safe, and experience had not proved that girls were not physically able to bear the strain of a college course. Prof. Thompson of the Technical School said facts, not rant, was wanted, and facts proved that women were able to get much education as men. After a desultory discussion on this subject, Samuel Elliot of Boston read a paper on the subject, "Should the education of girls in our high schools be identical with that of boys, in subjects, method and extent?" He thought all obstacles to improvement in girls' high schools should be removed. If they have not as much intellect, there is all the more reason why they should have more training. A common trouble is that girls leave high schools before completing the course. The remedy is to study more thoroughly, not increase the studies.

Miss Johnson of the Framingham Normal School said the money question troubles the girls.

Mrs. Howe of Boston wondered why the girls were too proud to take advantage of aid offered.

Miss Johnson replied that girls were often expected to go to work to repay aid given.

Mr. Mayo said that women teachers could have better opportunities West.

EDUCATION OF THE EYE.

A HOUSE WITHOUT PICTURES LIKE A BODY WITHOUT A SOUL.

HOME-MADE PICTURE-GALLERIES FOR THE LITTLE ONES.

A writer in a Chicago paper says:

A house without pictures is like a body without a soul; blank, cold, and repellent. You may put in it the costliest furniture; carpets into whose long, soft pile the foot sinks as in a bed of moss; upholstery of the richest description; and, if no picture greets you from its walls, no statue charms your eye, then it is like the inanimate clay, clad in the costliest of bridal-robos, but with no sympathetic light in the glazed eye, no throbbing pulse at the stiffened wrist, no warm breath moistening the faded lips. It may be a grand, gorgeous show-place, but it can never be a home. In contrast distinction, take the most simply-fitted cottage or suite of rooms, add a few well-chosen pictures, and there will be a warmth, a life,

A SOUL.

about it which your warehouse of costly furniture can never achieve. If "the laborer is worthy of his hire," in any sense of the word, it most surely is in the person of the artist who gives us glimpses of scenery or hints of faces that are a joy forever to the fortunate possessor.

It is only the few who can adorn their homes with exquisite landscapes, whose beauty seems almost priceless, or portraits of their friends, which, though bought with money, money could not buy again. Still there is

SO MUCH CHEAP BEAUTY

in the world, that crude, white walls, even though fresh from the kalsomine's brush, utterly unembellished, need not long hurt our hearts with their ghastly coldness. There is nothing to an eye that has been trained to the least appreciation of color, that is so utterly void of interest, in reality so specially objectionable, as the blank white wall which disfigures so many houses, unless it may be those which, under the name of a tinted decoration, are daubed over with hideous, intense greens and purples, or sometimes a dirty chocolate. The yellow wash with which the man and the brother delighted to ornament his cabin, with possibly a certain sense of harmonious accord as regarded in connection with Chloë or Julius Caesar's complexion, was almost preferable. Walls of some faint, warm tint form a pleasing background for engravings or photographs; while, in the gallery proper, hangings of a dark shade are artistically substituted.

As for the pictures themselves, there are so many beautiful creations one scarcely knows where to begin, what to recommend, or how to criticize.

LARGE ENGRAVINGS

from valuable pictures are usually published by subscription, and the first proofs are naturally the finest and best. There is a clearness in the outline, a perfection in the rendering of the lights and shadows, which make the engraving really a fac-simile of the original, lacking only the coloring. Since the introduction of photography, that has, to a certain extent, superseded the costlier copper or steel-plate line-engravings, many of these are so finely executed as scarcely to be distinguished from the more expensive engravings. Copies of large and famous pictures have thus been placed within the reach of those whose purse in no way resembles that of Fortunatus. Among these larger pictures we may mention "Shakespeare at the Court of Queen Elizabeth," and "Raphael's Studio." In much smaller sizes, but with a fancy delicate as Ariel's, are some pictures by Harmon, a French artist. One, called "Aurora," represents the Goddess of Morning sipping the honey-dew from a convolvulus-blossom; while a still daintier bit in the same style is Autumn, who, with an extinguisher in her fingers, is quietly putting

the flowers out of existence. Its quaintness and originality, with its delicate beauty, at once take possession of the fancy, and make one long for the little gem. A larger engraving, and a favorite subject with Italian cameo-cutters, represents "Aurora Rising from the Sea." She is driving in her chariot, drawn by four horses surrounded by the Loves and Hours. It is a copy Guido's celebrated painting, and is worth \$30, unframed; but, should the choice rest between that and a half-dozen machine-made oil paintings after the omnibus-panel style, we hope that very few would hesitate as to which was better worth the money. In fact, unless one can afford really good oil paintings, he

HAD BETTER CONFINE HIMSELF

to engravings, photographs, or the best class of chromos, A "Holy Family," photographed from a picture by Carl Meier, one of the Düsseldorf School, will find many admirers among those who like such subjects. "Milkmaid," "Huguenot-Lovers," and "Black Brunswicker," are too well known to need comment; but they make charming companion-pieces—the latter stirring one's heart in sympathy with the wife's anguish as her husband goes forth to obey the call of duty. It is possible that Milkmaid's pictures may be open to the criticism which we often here in regard to them, that his women are too tall to be true to Nature; but their grace compensates for that defect, if defect it be.

PHOTOGRAPHS FROM STATUES are numerous, and many of them are well known. They serve an excellent purpose as a teaching medium, acquainting the novice with many of the world-renowned and priceless possessions of the Old World. But science was not content with this simple representation of these miracles of the sculptor's art. What ordinary photographs are to the crudest wood-cut,

PHOTO-RELIEFS

are to the photograph proper. In these reliefs, a coating of quicksilver is applied to the plate, which, we believe, is afterward removed. The statue stands out from the mirror-like surface, so fully rounded, so perfect in outline, the shadows falling so naturally that one can scarcely believe that it is not a perfect miniature copy in marble that he is looking at. Thorwaldsen's "Night" and "Morning," which have been worn threadbare in every species of art, and have been traversed in tapestry and bead-work, here gain a new beauty from the exquisite manner in which they are copied, the fidelity with which their really intrinsic beauty is preserved. They seem really the delicate floating figures they are intended to be; and, unframed, are quite within the reach of even a very slender purse, costing only \$7 a pair. Passing from these we come to

THE CHROMOS.

some of which are really wonderful in execution. They are as little like the first crude attempts at imitating fine paintings as the old-fashioned Poonah painting was like genuine art. It is all very well for Mrs. Millionaire to shrug her shoulders and say "cheap imitations," when it is a chance whether she would know the difference were she not told, or did not gauge it by the price demanded. At all events, if she does know the value of what she buys, and can appreciate it, then she is a fortunate woman; but she will not be likely to sneer at the less precious ones who are forced to be content with the mechanical copy. Two Italian chromos—a copy of Raphael's "Cherubs," and a piece entitled "Cupid's Sharpening Their Arrows," are perfect of their kind. They cost \$10 apiece. A cheaper American copy of each is sold as low as \$4. Several of Bierstadt's finest paintings have thus been reproduced, and introduced to the general public.

A SOURCE OF UNFAILING

AMUSEMENT FOR THE LITTLE ONES

is also very easily provided by passing pretty wood-cuts on ordinary printing paper, and then folding and stitching it into book-form. Such a home-made picture-gallery often takes precedence of the finest collection of highly-colored, regularly-issued illustrated books. Let those who cannot afford picture-books in the quantity which at present seems necessary to satisfy the juvenile craving for novelty, try it, and see how their efforts will be received.

STATE EDUCATIONAL INSTITUTIONS IN WISCONSIN.

Few States of like population and resources equal Wisconsin in the care taken for classes bereft of reason, or deprived of the use of their senses, or in the extent to which humanitarian ideas have controlled the management of the State correctional institutions. As gathered from last year's report of the State Board of Charities, and the present year's report of the Secretary of State, the

APPROPRIATIONS FOR STATE INSTITUTIONS

	1875.	Total.
Institute for the Blind.....	\$20,750	\$428,998
Institute for Deaf and Dumb.....	36,500	466,438
Soldiers' Orphan's Home.....	32,000	339,307
State Insane Hospital.....	85,825	1,194,441
Northern Insane Hospital.....	29,000	432,000
Industrial School.....	64,500	498,906
State Prison.....	45,735	961,400
Aggregate.....	\$338,310	\$4,349,241

The appropriations to the above institutions in 1871 amounted to \$48,356, in 1872 to \$423,904, making a total in three years of \$1,340,568; and the expenditure for last year for these institutions amounted to five-twelfths of the whole expenditure from the general fund.

The reports for the past year of all these institutions have been printed.

INSTITUTE FOR THE BLIND.

This is the oldest of the State institutions, having been established in 1850, and is finely

located near Janesville, Rock County. The number of blind persons who have been instructed in the institution since its opening is 207. The number has steadily increased from 8 in 1850, to 77 the past year—39 males and 38 females. The number of blind persons in the State in 1870 was 409, of whom 100 were under 20 years old. The institution has been in a prosperous condition the last year. Music is made a specialty. The girls are taught sewing, knitting, and fancy work; the boys chiefly making brooms and cane-seating chairs. Many who have been educated there have been able, wholly or in part, to support themselves afterward. For next year, \$30,000 is asked for current expenses, and \$5,000 to build a brick barn.

INSTITUTE FOR THE DEAF AND DUMB.

This is well located at Delavan, Walworth County; was founded as a private school, but adopted by the Legislature in 1852. Instruction is given by signs, the manual alphabet, writing, and one class by articulation. Two trades are taught—cabinet-making and shoe-making—and the girls are instructed in various feminine handicrafts. The ordinary branches of an English education are pursued. In the first twenty years, there were 347 pupils—8 the first year, and during the past year there have been 170 in school—a number unduly crowding the accommodations. In view of the prospective increase of those needing the culture of such an institution, an appropriation is asked, by President A. L. Chapin, of Beloit, for the Trustees, and by the Principal, of \$35,000, \$20,000 to be expended this year for an addition. The sum of \$7,150 is asked for current expenses for the ensuing year. The past year has been one of health and general prosperity.

INDUSTRIAL SCHOOL FOR BOYS.

This is located west of Waukegan, near the railroad, and on Fox River, and is designed as a place of confinement and instruction of vagrant, criminal, or incorrigibly vicious boys between 8 and 16 years of age, Courts, down to Justices, having power to send boys till 21. It is under the charge of A. D. Hendrickson. The whole number who have been in the school is 996. The number last year was 362, of whom 281 were there, or out on leave Oct. 1. The boys are classed in families, occupying six different buildings, each under the charge of a man and woman, and their treatment, in all respects, is such as is calculated to educate and train them into virtuous and industrious citizens. They are taught the common branches of an English education in four different departments, and are taught cane-sewing, tailoring, shoe-making, employed on the farm, and otherwise. The following statistics are compiled from the report.

Of the inmates, 61 have been committed for vagrancy, 143 for larceny, 157 for incorrigibility, 5 for burglary, 1 each for arson, rape, and assault and battery. The average age of previous years was 14.33, of last year, 13.53. Altogether there have been committed 65 16 years old, 36 17, 17 between 17 and 30, the law now limiting commitments between 10 and 16 years. Of other ages of these now there, 18 are 10, 20 are 11, 27 are 12, 55 are 13, 65 are 14, 58 are 15. As to nationality, there were 390 born in America, 215 of them in Wisconsin, 24 in New York, 14 in Illinois, 37 in foreign countries, 16 of them in Germany, 9 in Canada, and 45 are unknown. The parents of 97 were Americans, 63 Irish, 63 German, 45 English, 12 colored, 7 each French and Scotch, 45 unknown.

OUR COLLEGES.

The Providence Journal does not agree with the New York Evening Post in the wholesale disparagement of a large proportion of the colleges and universities of the country. Some of them (says the Journal) might probably as well never have existed. But it is, after all, true of only a very few, that they have done no good whatever to the country. It is very easy to disparage all education that is not of the highest kind, but it is by no means wise. The colleges of the United States, taken as a whole, have contributed nobly to the promotion of American civilization. The education which they have given has been suited to the wants of the people, and it has raised up, in nearly all parts of the country, a class of educated citizens, who carry with them, into every sphere of life which they enter, the disciplined intelligence which they acquire at their respective colleges. The difference between the graduates of one college and those of another, provided they both be good, is by no means so great as is sometimes represented.

Nor is it any more just to designate Harvard and Yale as the only places of education which deserve to be called universities, including under that name those at which not only academic and scientific, but also professional, education may be acquired. The restriction is altogether too narrow, and it would seem to be made either without any care at all, or with reference to some particular purpose. The University of Virginia and the University of Michigan, to mention no others, in everything but age, are as deserving of the name as either Yale or Harvard. It may be true that in the older parts of the country no more colleges are needed or will ever be needed. But let us make the most of those we already have. Every year in their progress develops in them new wants, and makes new demands for their improvement. The colleges of the older States are all identified with local history, and there is not one of them which has not proved itself to well deserve the name it bears. The same may be said of many of those of later date, and in other parts of the country. They need only time and the aid of public liberality, such as they are now so frequently receiving, to make them all that the name of college was designed to express.

COMPULSORY EDUCATION—ITS NECESSITY.

The following report of Mr. Dexter A. Hawkins, Chairman of the Committee on Education of the New York City Council of Political Reform, will be read with interest:

In a democratic republic like ours, where all political power resides in and springs from the people, where, to use the language of Abraham Lincoln, "the Government is of the people, for the people, and by the people," no subject can be presented to the citizens for their consideration more important than the education of the youth.

UNIVERSAL EDUCATION ESSENTIAL TO FREE GOVERNMENT.

Intelligence in the rulers is essential to good government; with us the rulers are voters, hence the necessity of fitting them by education to rule. With intelligent voters our form of government is the best yet devised; but with ignorant voters it is one of the worst. An intelligent people seek freedom, and an ignorant one despotism, just as naturally and certainly as the needle points to the magnetic pole.

The founders of our free institutions 250 years ago saw this, and scarcely had they completed the log cabins for their families when they began the log school-house for the school and schoolmaster.

The school-house has spread, developed, and improved, from Maine to California, equally with the dwelling house. It is the nursery of American citizens.

THREE CARDINAL PRINCIPLES OF AMERICAN LIBERTY.

These three cardinal principles our forefathers never lost sight of, viz.: A free State, a free school, and a free church. Self-preservation imposes upon our Government the duty of educating the people sufficiently to qualify them to exercise intelligently the right of suffrage. Conscious of this, every free State established a system of free schools.

So great and beneficent has been their influence upon the people that the material prosperity, intellectual and moral development, respect for law and obedience to it in each State, may be relatively measured and calculated by the condition of the free public schools.

WHAT THE NATIONAL GOVERNMENT IS DOING FOR EDUCATION.

The National Government has already set aside for educational purposes 140,000,000 acres of public land; and the question of devoting to education the whole proceeds of the public lands still undisposed of is discussed. In the last Congress the Committee on Education and Labor in the House of Representatives reported favorably a bill for this purpose, and after a careful debate and consideration it passed that body and was sent to the Senate. It has established a Bureau of Education as a permanent part of the Government, with a Commissioner of Education at its head. His annual report is one of the most interesting, instructive, valuable and important documents that issues from the Government press. Every legislator and every school officer in the United States should study its contents and heed its facts.

MAGNITUDE OF THE SCHOOL INTEREST.

(1.)—In the Nation.

We have in the United States over 14,500,000 children of the school age; we expend annually for schools over \$65,000,000, which is equal to one-third of one per cent. of the value of the property, real and personal, of the whole country, as returned by the last census; and we employ 221,000 teachers. This is our standing army, and those are our raw recruits. Their arms are the pen and the slate-pencil; their munitions of war, the text-books; their forts and arsenals, the school-houses; and the enemy they are enlisted to conquer, ignorance and bigotry. Through the munificence of the Government, the finest building that springs up in every village in our new States and Territories is the public school-house. Like the light of heaven and the water of the earth, it is open and free alike to rich and poor.

(2.)—In the State of New York.

In the State of New York we have 1,500,000 school children, 28,000 school teachers, 12,000 school-houses, and 1,000,000 volumes of books in the school district libraries. The school property of the State is worth \$24,000,000, and we are expending \$2,000,000 a year to add to it and improve it. The law in the State of New York requires us to raise annually, one and one-quarter of a mill tax upon each dollar of valuation of taxable property, for the support of the free schools. This amounts to \$2,500,000. But so fully is the value of the schools appreciated that the people voluntarily tax themselves annually four times this amount, making the whole sum spent upon schools in this State \$10,000,000 a year.

This is called the "Empire State." So long as we continue this liberal policy of education for the whole people it will remain such.

The canal interest, the railroad interest, the manufacturing interest, important as they are to material progress, are yet small compared with the education of our million and a half of youth.

(3.)—In the City of New York.

The City of New York had, last year, over 280,000 pupils in its schools. It employed 2,000 teachers, and expended upon public education \$3,300,000. The citizen, however humble, has only to send his child to the public school, and Government furnishes him there, free of cost, an educational palace, warmed and lighted, the best text-books and apparatus, and the most skillful teachers.

Stewart and Astor, with their hundred

millions of property and no children in the public schools, like true-hearted American citizens, gladly pay the school taxes that educate the sons and daughters of thousands of poor laborers who have no property to be taxed. Aided by the free school, the greatest wealth and the highest honors and offices in this broad land are within the reach of the sons of the humblest workman.

THE PROPERTY SHOULD EDUCATE THE CHILDREN.

The American doctrine is, that "the property of the State shall educate the children of the State." This benefits equally the rich and the poor. It decreases crime, reduces taxes, improves labor, increases the value of property, and elevates the whole community. One of the first and decisive questions asked in seeking a permanent location for one's family, is, What are the means provided for education? A village, town, or State, with good free schools, is the resort of families; without them it is the home of criminals.

In this city it costs more to support Police and Police Courts to restrain and punish a few thousand criminals, nearly all of whom became such from want of education, than to educate our 230,000 children.

CRIME THE CONSEQUENCE OF IGNORANCE.

In France, from 1867 to 1869, one-half the inhabitants could neither read nor write; and this one-half furnished ninety-five per cent. of the persons arrested for crime, and eighty-seven per cent. of those convicted. In other words, an ignorant person, on the average, committed seven times the number of crimes that one not ignorant did.

In the six New England States of our own country only seven per cent. of the inhabitants above the age of ten years can neither read nor write, yet eighty per cent. of the crime in those States is committed by this small minority; in other words, a person there without education commits fifty-three times as many crimes as one with education.

In New York and Pennsylvania an ignorant person commits on the average seven times the number of crimes that one who can read and write commits, and in the United States the illiterate person commits ten times the number of crimes that the educated one does.

The above facts are derived from official statistics.

THE SCHOOL THE PREVENTIVE OF CRIME.

We may have supposed that it is the churches rather than the schools that prevent people from becoming criminals, but the facts, indicated by statistics collected by Government, show the contrary.

The Kingdom of Bavaria examined this question in 1870. In Upper Bavaria there were 15 churches and 5½ school-houses to each 1,000 inhabitants, and 667 crimes to each 100,000 inhabitants. In Upper Franconia the ratio was 5 churches, 7 school-houses and 444 crimes. In Lower Bavaria the ratio was 10 churches and 4½ school-houses and 870 crimes. In the Palatinate, the ratio was 4 churches, 11 school-houses, and only 425 crimes, or less than one-half. In the Lower Palatinate, the ratio was 11 churches, 6 school-houses, and 690 crimes, while in Lower Franconia, the ratio was 5 churches, 10 school-houses, and only 384 crimes.

* Tabulated for clearness of comparison, it is as follows:

	Per 1,000 Buildings.	Per 100,000 Inhabitants.
Churches.	School-houses.	Crimes.
Upper Bavaria.....15	5½	667
Upper Franconia.....5	7	444
Lower Bavaria.....10	4½	870
The Palatinate.....4	11	425
Lower Palatinate.....11	6	690
Lower Franconia.....5	10	384

In short, it seems that crime decreases almost in the same ratio that schools increase, while more or less churches seem in Bavaria to produce very little effect upon it.

Those unerring guides of the statesman—statistics—demonstrate that the most economical, effective, and powerful preventive of crime is the free common school. Universal education tends to universal morality.

THE SCHOOL THE PREVENTIVE OF PAUPERISM.

An examination of the statistics of England, Scotland, Ireland, and of the different countries of Europe, indicates that, other things being equal, pauperism is in the inverse ratio of the education of the mass of the people; that is, as education increases pauperism decreases, and as education decreases pauperism increases. The same rule holds good in our country.

Taking the three States of Pennsylvania, Ohio, and Illinois, for illustration, we find that of the illiterate persons one in ten is a pauper, while of the rest of the population only one in 300 is a pauper. In other words, a given number of persons suffered to grow up in ignorance furnish, on the average, thirty times as many paupers as the same persons would if required to get such an education as our free public schools afford. Add to this that they furnish also ten times the number of criminals, and the right, as well as the duty of Government, as the protector of society, to enforce general education is clear, for it is the plain obligation of Government to protect society against pauperism and crime.

EDUCATION, THEN, SHOULD BE COMPULSORY.

Government should prevent both crime and pauperism by extirpating the cause of each, to wit, ignorance. An educated citizen is of more value to himself, to society, and to the country than an ignorant one.

An examination, covering prominent points or centres of labor in twenty States, made three years ago, developed the fact that even such education as our free common schools afford, adds, on the average, fifty per cent. to the producing capacity of the citizen, while a higher training increases it two or three hundred per cent.

He can do more and better work, from the street-scavenger up to the most skilled mechanic, with the same expenditure of time and force, from the mere fact of possessing knowledge.

A well-educated commonwealth, however narrow its borders, or poor its soil, soon becomes rich and powerful; while an ignorant one, even under the happiest circumstances, of land and sky, falls a prey to anarchy, poverty, and despotism.

Government is making ample provision for the secular education of all. Has it not a right, then, to require all to be educated, either in the public schools at public expense, or in the private schools at private expense? We think it has, and that secular education sufficient for the common affairs of every-day life, and to enable the citizen to vote with intelligence, should be compulsory.

Prussia and many other German States have tried it for years, with the happiest results. It is her vigorous system of compulsory education that in sixty years has raised her from a bankrupt and conquered petty kingdom to the ruling empire of Europe, and made her the seat and home of intelligence, industry and wealth. Boston has had such a law for twenty years, and in the last ten years have reduced truancy from school sixty per cent. New Hampshire, Connecticut, Rhode Island and Michigan have now adopted it. England has given her school boards power to adopt it, and in London they have. The effect is to increase the attendance at school, and decrease the number of juvenile delinquents. The time has arrived to try the experiment in the cities of our State, at least, if not in the whole State. This will cause every child to enjoy the benefits of the public school, or of some private school.

Wherever compulsory attendance has been tried long enough to determine its effect, the result has been so satisfactory that it has become a fixed and settled policy. Prussia, Saxony, and democratic Switzerland testify to its excellence. It is in harmony with the true spirit of a democratic republic to require every citizen to qualify himself for the right of suffrage and for earning an independent living.

The tax-payers who furnish the money to educate all the people have a right to require that all shall be educated, in order that crime and pauperism, and the public burdens caused by the same, may be reduced to a minimum, and the ballot wielded only by intelligent voters.

The ballot in the hands of a corrupt and ignorant populace is the torch of the political incendiary; but with an intelligent people is the bulwark of liberty.

"An ounce of preventive is worth a pound of cure."

It costs far less to prevent crime, pauperism, and civil commotions, by educating the whole people, than it does to punish criminals, support paupers, and maintain armies to repress an ignorant and vicious population.

The average daily attendance in this State upon the public schools during the school year is only about one-third of the whole school population; and upon all schools, public and private, is only about one-half.

The class most in need of school training seldom attend school at all, to wit, those whose parents through ignorance, poverty, avarice or crime, give them little or no home education. This class can be reached only by the aid of a compulsory and searching statute. Every other remedy has been tried, without curing the disease.

By a judicious law, firmly but kindly enforced, compelling attendance during school hours upon some school, either public or private, the streets of our large cities could be cleared of the thousands of youthful vagrants from whose ranks now our army of criminals is almost entirely recruited. Such a law in a single generation would work a moral and intellectual reformation and regeneration of our criminal and pauper classes, and save millions of money in the Departments of Police, Charities and Corrections, and largely increase the wealth, influence, and producing power of the State.

The wisdom of developing and perfecting our free schools is admitted by the great majority of the community. A small minority oppose them on the ground that their religion is not specially and authoritatively taught therein.

OUR GOVERNMENT CANNOT AND SHOULD NOT TEACH RELIGION.

Our Government cannot give religious education; because, while protecting each citizen in the undisturbed enjoyment of his own religion, as a sacred matter between him and his Maker, and thus tolerating all religions, it has none of its own, and cannot favor any sect, or denomination, or class.

The whole letter and spirit of the Constitution of the United States, as well as of the several States, prohibits the establishment either directly or indirectly of a State religion, or the showing any favor or giving any protection, privileges, or financial support to one religious sect more than to another. Protection to all equally, but support to none, is, on this point, the organic law of America.

If the churches would not interfere with the Government's secular education, but would devote the whole of their strength to giving, in their own places and manner, religious education, they and the Government, though working in different spheres and in different buildings, would act in entire harmony, and would in the end produce the best possible general result. By simply protecting religion, but not teaching it, Government is, as matter of fact, giving the utmost genuine vitality and strength to the religious element.

BUT ONE SECT OPPOSED TO FREE SCHOOLS.

This American doctrine of free, non-sectarian schools is substantially accepted and

adopted by all religious sects save one. That one, however, is large, enthusiastic, well-drilled, and ably and powerfully led; and though its members are chiefly of foreign birth, yet, having become citizens, they are entitled to the same voice and rights and privileges as natives are in this matter. The leader of this sect, though a foreign ruler, has ordered the destruction of our free, non-sectarian system of popular education, and the substitution of his own system of church or parochial schools, that is, schools whose text-books and teachers are selected, appointed, and controlled by the Church though the State may be permitted to pay all the bills. In the City of New York, through State and municipal legislation, the following amounts of money were obtained in the last five years from the public treasury for sectarian institutions, such as churches, church schools, and church charities, viz:

	Of which this One Sect Received
1860.....\$767,815	\$651,191
1870.....261,336	211,438
1871.....624,088	532,718
1872.....419,849	352,110
1873.....334,384	306,168
Total, 5 years.....\$3,017,368	\$2,473,648

If this is a better system than ours we should adopt it, for we want the best; but if it is a worse, we should reject it.

THE PAROCHIAL SYSTEM PRODUCES MORE ILLITERATES, PAUPERS, AND CRIMINALS THAN OURS.

It has been tried for centuries, and in some countries, as Italy and Spain, under the most favorable auspices, for there this sect has had despotic power, both civil and religious, and so could carry its system out to its highest perfection.

What, then, are its fruits? We may say its necessary and inevitable fruits? By its fruits it should be judged. They are as follows:

1. A highly educated few; but among the masses general ignorance instead of general enlightenment.
2. A low grade of morality.
3. A large pauper and criminal class.
4. A tendency to despotism and to official selfishness and corruption.
5. A lack of national progress and development.

These statements are made, first from a personal knowledge of the facts, gained by investigation in those countries—having visited them before they rejected that system, for the purpose of studying this very question; and, secondly, they are made from a careful analysis of official statistics.

The fruits of the two systems also exist side by side in our own country.

There are with us 5,500,000 of foreign-born inhabitants, the greater portion of whom came from countries, as Ireland and England, for example, that have the parochial or church system of schools; hence, they may justly be taken, intellectually and morally, as the fair average product of that method of education.

Of these, the illiterates above the age of ten are fourteen per cent. of the whole number; the paupers are four and one-tenth per cent., and the criminals one and six-tenths per cent.

While, on the other hand, in the twenty-one of our States having the American system of non-sectarian free public schools there is a native population of 20,000,000. This native population has been educated in this system of schools, and in like manner may be justly taken, intellectually and morally, as the fair average product of this method of education.

Of these, the illiterates above the age of ten are only three and a half per cent. of the whole number; the paupers only one and seven-tenths per cent., and the criminals only three-fourths of one per cent.

In other words, from every ten thousand inhabitants the parochial or church system of education turns out fourteen hundred illiterates, four hundred and ten paupers, and one hundred and sixty criminals; while the non-sectarian free public school system turns out only three hundred and fifty illiterates, one hundred and seventy paupers, and seventy-five criminals. Or if we take Massachusetts by itself, which has the type or model of our free public school system, with its 1,104,032 native inhabitants, the number is still less, viz., seventy-one illiterates, forty-nine paupers, and eleven criminals.

	Illiterates.	Paupers.	Criminals.	Inhabitants.
Parochial school system, 1,400,000	410	180	160	10,000
Public school system in twenty-one States	950	170	75	10,000
Public school system in Massachusetts	71	49	11	10,000

That is, we are asked by these friends who have come here and joined us, and whose zeal and energy, if rightly directed, will be of great service both to themselves and the country, to abolish our own well-tried system of education and adopt the one to which they, in their former homes, became accustomed, though that one, on the average, produces four times as many illiterates, two and a half times as many paupers, and more than twice as many criminals as ours. Or if we take Massachusetts as a fair sample of our system, we are asked to adopt one that will give society twenty times as many illiterates, eight times as many paupers, and fourteen times as many criminals.

We cannot do this, and when they come to understand thoroughly the facts they will not wish us to do it, for the welfare of their children is just as dear to them as that of ours is to us, and they, equally with us, desire to diminish ignorance, pauperism, and crime, and to make the country of their adoption and the home of their descendants intelligent, prosperous, powerful and happy.

The whole future of our country and the very existence of our free government is wrapped up in the common school. Pro-

mote and develop that, and every department of industry and intelligence will flourish like a tree well watered and nourished at its roots. Destroy the common school, and ignorance, poverty, despotism, and bigotry will soon pervade the whole land.

Generalizations drawn like the above from the official statistics of 25,000,000 of people, are unerring guides. They settle the question as to the comparative excellence of the two systems of education. They are intellectual, industrial, and moral beacons, that direct with certainty and safety the statesman and the philanthropist. They point out unmistakably to the legislator the duty of enacting a law requiring attendance upon schools, during the school age and the school terms, of all the children in the State, unless legally, and for good and sufficient reasons, temporarily excused.

The preservation of free government requires this. Protection of society against pauperism and crime demand it. The material development of our country calls for it. The success and happiness in life of the children of the poor, the ignorant, and the vicious, can be secured only by such a statute.

Your Committee recommend the passage of the following resolution:

Resolved, That the Legislature should enact a law authorizing and empowering the school boards in each city, town, and incorporated village to require the attendance at some school, public or private, during the school terms and the school hours of each day, of all children between the ages of eight and fifteen years, unless for good and sufficient reason temporarily excused.

NEW YORK, DEC. 30, 1873.
DEXTER A. HAWKINS,
Chairman of Committee on Education of the
New York City Council of Political Reform.

WHAT DEPTHS OF NONSENSE WE WADE THROUGH.

Mr. Mahony will be the death of somebody yet. His *Chicago Teacher* cuts like a two-edged sword. Hear this:

It is appalling to think what depths of nonsense we have waded through during the last decade of educational revival in this country. We are not yet recovered from all our educational eruptions, but it is consoling to think that we are convalescent. We had calisthenics once; we had it bad. Knowing now that those forced physical exercises are injurious, as the action of any organ under improper circumstances is injurious, we wonder how people could have been so insane as to put children through a spiritless routine of aimless motions. We have been foolish in our day; we have had on the gloves; we have gone through the folly of fencing. But we are proud to say that we never led a roomful of children in physical exercises; we never made ourselves ridiculous before our pupils by sparring at space, or striking immensity below the belt. The best medical authorities state that the physical exercises of our schools are not only useless for health, but positively injurious to it. It is gradually dawning upon people that exercise, to be beneficial, must be exuberant, spontaneous, voluntary, self-suggested. So much for physical exercises.

The second species of folly which we have outgrown is phonics, or *fonémica*, as the science is more appropriately designated. It was the plan some time ago to indicate the pronunciation of words by means of alphabetical equivalents and arbitrary marks whose appearance were enough to frighten the Dances. For example, the word *causally* according to the phonetic fools, would appear as *causally*. Other words would appear in masks still more grotesque, but the resources of our printing-house are not sufficient to represent them. Suffice it to say that the frightful appearance of fonick follies in the English language, which the written work of our pupils presented, put so many of them into spasms and convulsions, and brought on the rickets in so many cases, that the experiment was given up as a philosophical but injudicious undertaking. But the written phonics was innocuous compared with the oral phonics which our teachers were compelled to indulge in by the command of the reigning phonics. With explosive utterances of *oh! ah! oo! au! oo! avon! ceavon! ceavonnnnn!* the teachers made themselves so conspicuous on the streets that they were arrested on every corner by a druggist's clerk, who gallantly offered them a sedlitz powder to settle their stomach. We do not now phonick so much as we phonicked phormerly. The truth is that phonick analysis, as an aid to pronunciation, is simply a waste of time.

If we wish to teach a child a certain sound, the best plan is to make him repeat a number of words in which that sound is an essential element. If a child says *dist* instead of *this*, let him be ordered to say *those, those, them, that, there, then, thy, beneath, bequoth, etc.*, till he catches the proper sound. A child is hindered in acquiring an elegant pronunciation by the explosive efforts of phonic analysis. If this be doubted, let any one try the analysis of the word *carth*, and note into what absurdities the experiment will lead. Phonics is good to strengthen the abdominal muscles, and that's all it's good for. In the matter of phonics, pray let us have peace.

The Illinois State Teachers' Association held its annual meeting at Bloomington, in the closing week of the year. The report of the proceedings has not reached us up to the time of putting this week's *School Journal* to press, but we hear that the attendance was large, and the papers and discussions lively and vigorous.

A young lady in Evansville, Ind., was saved from the vengeance of a discarded lover by her corsets, which turned the fatal bullet aside.

JUST ADDED TO THE CITY LIST.

The following New Books have just been added to the CITY SUPPLY LIST, and can now be had at the Depository:

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FOURTH READER.....	240	70 c.
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*. These books should certainly be examined in all cases where a change of Readers is contemplated.

SWINTON'S WORD BOOK OF SPELLING. Oral and Written. Designed to attain practical results in the acquisition of the ordinary English vocabulary, and to serve as an introduction to word analysis. By Prof. William Swinton, A. M. 134 pages. Price, 50 cents.

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New York School Journal.

Office, 23 Park Row.

GEORGE H. STOUT,

Editor

NEW YORK, JANUARY 10, 1874.

TO SUBSCRIBERS AND EXCHANGES.

Hereafter we shall have no clubbing rates with other periodicals.

PUBLIC vs. PRIVATE SCHOOLS.

Coincident with the general discussion going forward in England and the United States, in regard to systems of public education, is a revival of the old question of Public versus Private Schools. On this question there has been and probably always will be a wide diversity of opinion; and, inasmuch as there is a good deal to be said on both sides, we suppose the controversy will remain open for an unlimited time to come. Nevertheless, the advocates of the Public School are multiplying so rapidly that, if there be weight in numbers or force in public opinion, the ultimate issue cannot be regarded as doubtful. Eminent gentlemen, like Mr. Gerrit Smith, may thunder against the theory and practice of popular instruction, contending that the State shall make no provision for the training of its young, and that each parent should be left with full liberty to "educate his children or to suffer them to grow up in ignorance and to drift towards crime—and great thinkers like Mr. Herbert Spencer may continue to denounce the current methods of education, thereby proving that the absurdities of some of the old schools of philosophy are continued in the new. But the fact remains that the great men of the intelligent communities of the world are beginning to give very serious attention to the actual results of national education, caring little for theories unsupported by practical tests, and careless of precedents which met the wants of men in a duller age. It is the most conclusive proof of the growth of this healthy public sentiment that the nations in which education is the freest are the nations most advanced in all the arts of human life—the nations that lead the world, and themselves undergo a steady and wonderful process of development. Free schools in the United States have made this country what it is. A similar system has given the German his commanding place in Europe, and the Swiss the intelligent courage and the indomitable energy which have secured him the freedom of centuries. And now the older countries of the East are beginning to understand this secret of national power, and are alert to observe and follow the customs of the time. Popular education, in brief, is the watchword of modern progress.

Nor is the private school deprived of its honorable share in this rapid development of national thought and power. On the contrary, every community in which the free school is amply supported is also the community in which the system of private education flourishes—as in our great cities, New York, Boston, Philadelphia, Brooklyn, St. Louis, Chicago, and a dozen others, and in the larger towns of Germany. The two systems grow by helping each other, and both will continue to have their uses. Neither can be dispensed with. But the point of difference between them lies in the freedom of the one and the narrow scope of the other; and it is this difference which gives the former the advantage in the long run. The public school, supported by a tax upon the whole people, represents the whole country—the private school, representing only individual interests, barred by restrictions and obligations which are often too difficult and too costly for general utility, would but poorly fulfill the function of public educators if they were all that the public had to depend upon. The enterprising teachers, male and female, who have made honorable records for themselves in the conduct of private educational enterprises, are entitled to all the credit and all the emoluments they receive, and they are daily doing a useful work—but we decidedly object to the demands often made on their behalf for a share in the State or local appropriations for educational purposes. We believe that no private school should receive any part of the general fund raised by taxation, with the exception of those which are intended for the care of the crippled, the blind, the deaf and dumb, the feeble-minded, or other classes of the unfortunate who cannot enter our public schools. Our public school funds ought not to be diverted from the uses origi-

nally intended; and now that the Legislature of this State is in session, we hope to see this subject revived, and the arguments for and against the appropriation of public moneys for private use carefully weighed.

A PRACTICAL SOLUTION.

A lively conflict has just taken place in the Board of Education of the City of Chicago on the subject of corporal punishment in the public schools. A few weeks ago Mr. Richberg, a member of the Board, offered a resolution providing for the abolition of the rod. The resolution was referred to a Committee who reported in its favor—declaring that, "with the exception of a few isolated cases, corporal punishment has been practically abolished; that the Superintendent has faithfully labored to that end, that there should be none in our schools, and his instructions to the teachers have been uniformly to this effect; yet when it has been found necessary to call a certain teacher to an account for inflicting corporal punishment, he shielded himself by saying that the Board had no rule upon the subject." The Committee believe that in this, as in other matters, there should be no misunderstanding, and recommended that the following be added to and be a part of the rules of the Board: "Teachers shall in no case inflict corporal punishment in the public school of the City of Chicago."

The presentation of this report was the signal for a sharp debate, in the course of which School Inspector Goggin said that his own personal observation among the schools had led him to believe that among the worst boys, who had supposed that the resolution was passed abolishing corporal punishment, it had produced a very baneful effect. They had grown riotous and insolent already, and defied the teachers. He wanted to know what effect moral suasion would have upon the little ruffians from 6 to 15 years of age who were perpetually in the police courts and similar public institutions.

Inspector Hambleton said an efficient teacher of one of the North Side schools, who had been there for years, said that since the excitement about the Broomell case one-third of her time was now occupied in keeping the children quiet. He thought the number of suspensions that had been necessitated had greatly injured the schools. In some of them the prevention of corporal punishment had been most disastrous; the parents complained of their children being sent home, and desired that they be punished.

Finally, the report of the Committee and its accompanying Rule were rejected by the Board—the majority thereby declaring that corporal punishment is necessary to preserve discipline. This decision will go a long way towards the settlement of the pending controversy—especially for the reason that the moral suasion experiment has had a full (and unsatisfactory) trial in Chicago.

IS IT RIGHT TO POISON SCHOOL CHILDREN?

This is a startling question—but it is not more startling than the fact revealed by the statement which we publish in this week's issue of THE SCHOOL JOURNAL. The sanitary reforms required to put some of the school-buildings in this city in good condition are set forth by the reporters of the *World*, and by Dr. Endemann, with a degree of force which must command attention. When teachers sit in drafts, or are frozen at one extremity and superheated at the other; when a thousand children in a single building are half-smothered by poisonous exhalations, or thrown into a feverish state by the lack of fresh air—when out-houses are left to breed nuisances—and when school officers suffer these things to occur year after year until disease runs riot, and death steps in—it is full time for the exposure that has been made. We hope that every parent, and every teacher, will read the story that is now made public, and that the honest indignation of a community which has paid liberally for bad management, will produce the needed change. Our Board of Education is responsible for much of this sin against reason, common sense and common honesty. Its members will be held to strict account for any further neglect. New York is proud of its public schools. It will insist that these schools shall cease to be pest-holes. The battle has only just begun.

WHAT HAVE WE LEARNED?

What have we learned in the art of teaching during the past ten or fifteen years? We have learned the conversational tones; not the bellowing of the rostrum, as proper in both teacher and pupil; that spelling is best taught by having scholars write the words; that writing should commence when chil-

dren enter school; that adding and subtracting by 1's should commence in the lowest class, after which beginning, children are able to construct all the tables themselves; that children can learn to sing by note as early and as well as they learn to read from a book; that drawing is quite as useful, practical, and as easily learned as any other branch—there is no trade in which it is not necessary, no condition in life in which it is not available; that good order is in the manner of the teacher more than in the particular method of governing; that written examinations are the best means of securing thoroughness; that callisthenics is injurious, and phonics folly; that the teacher is not bound to change character bred in the bone, to root out faults of congenial inheritance or faults implanted by social relations, or false religious teachings over which the teacher has no control. In fact we have learned that the teacher can do much, but cannot do everything.

The Teacher puts the case neatly—but it omits one or two points. One of these points is, that we have learned to distrust the sledge-hammer style of argument, which denounces everybody and everything, and fails to recognize the fact that some mistaken people are honest in their convictions. Another point is, that the teacher's work is made very much more difficult when there is no home training of the child. To which it may be added that "we have learned" to like sharp-witted writers—and that our only lament is that they are not always as reasonable as they are witty.

TO THE TEACHERS OF NEW YORK.

We again appeal to you to increase our subscription list. If every teacher would subscribe and endeavor to induce their friends to add their names to our list, we should be enabled to greatly improve the contents of THE JOURNAL. A title of the increase of salary received by each teacher during the past year and a half—and nearly every teacher will admit that the increase was largely, if not wholly due to the efforts of THE JOURNAL—would be more than sufficient to pay for THE JOURNAL for the term of their natural lives.

THE ROLL OF MERIT.—Many teachers have remonstrated against the discontinuance of the publication of the Roll of Merit in the columns of the JOURNAL; and having given good reasons for their protests, we are inclined to effect a compromise, viz: We shall hereafter publish the Merit Roll if only one or two names in each class is sent to us. Under the original arrangement, numbers of teachers sent us the names of nearly their whole classes, which required more space than we could afford.

THE GIFT BY GRAND-DUKE ALEXIS TO MICHIGAN UNIVERSITY.

At the last meeting of the Regents of the Michigan University, President Angell read the following letter, which came to him accompanied by a gift of books from the Grand-Duke Alexis to the University:

WINTHROP PALACE, ST. PETERSBURG, Oct. 24, 1873. MY DEAR SIR: At the request of the Grand-Duke Alexis, I have this day addressed you, through Messrs. Trubner, of London, a parcel of books which His Imperial Highness wishes you to kind enough to place in the Library of the University. A list of the books, with a translation, you will find enclosed. We have all a most agreeable recollection of our tour in the United States, and particularly the day we spent with you at Detroit.

Mr. Mechen sends his compliments, and requests me to thank you for the University Calendar for 1871 and 1872. Believe me, my dear Sir, yours most sincerely, C. POSSET.

In the list of books presented by His Imperial Highness, the following works are included: History of the Russian Empire—ten volumes; History of Russia—twenty-two volumes; Course of Civil Law—three volumes; Manual of Criminal Law—one volume; His Imperial Highness's Notes of the University of St. Petersburg—two volumes; Minutes of the Council of the University of St. Petersburg—six volumes; Extracts from the Reports of the Condition and the Acts of the University of Moscow; Notices Published by the University of St. Vladimir for 1871, '72, and '73, containing the Yearly Report for 1872, and other information referring to University life; Notes of the University of New Russia, from the time of its foundation, containing, amongst other matter, the Report of the University for last year—ten volumes.

As no one in Michigan can read these works, no one doubts their excellence, and Regent Walker, in the excess of his gratitude to the Royal Slave who has thus liberally and signally displayed his interest in education by affording the students of the University an opportunity to see real Russian books bound in genuine Russian leather, offered the following resolutions, which were adopted:

Resolved, That the cordial thanks of the Board of Regents of the University of Michigan be tendered to the Grand-Duke Alexis, for the gift to the University of a valuable collection of books connected with the history of Russia, and especially with its educational interests and developments—a gift prized not only for its intrinsic value, but as illustrating anew the kindly spirit always existing between the citizens of two nations so widely separated.

Resolved, That a copy of these resolutions, properly engrossed, and signed by the President and Secretary, be forwarded to the Grand-Duke Alexis through His Excellency C. Posset.

NEW YORK COLLEGE NOTES.—The class of '77 (Freshmen) take a unique way of selecting their poet. Those wishing to contend for the office, asinsecure, are to hand in each an original "poem" to a committee, who, carefully perusing, scanning, and examining the lot, and weighing and comparing judiciously the respective merits of each, choose one as the best, and the writer of this one becomes poet. Truly the age is progressive. Freshmanism forever! The Phreosomian and Clonian Societies hold their meetings on Friday evenings as usual.

HARPER'S Language Series.

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Messrs. HARPER & BROTHERS take pleasure in having the attention of Teachers and friends of Education generally to the following three works, being a part of HARPER'S LANGUAGE SERIES. The "Language Series" is formed on a distinct and individual plan, the fundamental idea of which is to adapt the "results of the new and fresh philosophy in the requirements of elementary education, and to lay out the several books of the series in such a way that each shall reach its aim in the shortest possible time, and in the most effective manner. Special attention is called to the following

Distinctive Features:

1. These books are expressly adapted to the new course of Language-Study in Graded and Ungraded Schools, and form a perfectly graduated series. In this respect the series contrasts markedly with current heterogeneous compilations, which fill the needs of Public Schools, because never made to meet their wants.
2. These books are constructed from actual school work. They have not been evolved "from the depths of the subject," but have been made, directly, by prolonged experimental tests in the classroom.
3. These books embody the latest results of scholarship. It is well known that the true method of Language-Study is a discovery of our own; hence, to enlighten teachers, this will be presumptive evidence of the superiority of a modern course over the many grammatical heirlooms of the past now in use.

I. Swinton's Language Lessons.

Introductory Grammar and Composition for Primary and Intermediate Grades. By Prof. William Swinton, A. M. of the University of California. 128 pp., 12mo, cloth, 50 cents. (Just ready.)

II. Swinton's Progressive English Grammar.

A Progressive Grammar of the English Tongue. Based on the Results of Modern Philosophy. By Prof. William Swinton, A. M. Revised Edition. 288 pp., 12mo, flexible cloth, 75 cents.

III. Swinton's School Composition:

Being a Practical Application of Grammar to the Writing of English. Designed for Advanced Grades in Public Schools. By Prof. William Swinton, A. M. 128 pp., 12mo, flexible cloth, 50 cents. (Will be ready Oct. 15.)

Other books of the Language Series are in preparation by the Editor.

March's Parser and Analyzer.

A Parser and Analyzer for Beginners, with Diagrams and Suggestive Pictures. By Francis A. March, Professor of the English Language and Comparative Philology in Lafayette College. 12mo. Flexible cloth, 50 cents.

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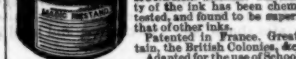
March's Anglo-Saxon Reader.

An Anglo-Saxon Reader, with Philological Notes, a Brief Grammar, and a Vocabulary. By Francis A. March, LL.D. 8vo. \$1.50.

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Six Books, each 25 cents. Manual, 25 cents.

This series is especially adapted to the wants of the intermediate schools, and to those who have acquired some skill in inventing and imitating forms. It deals with outlines, but in a more finished state than Part I., and it develops ideas of proportion and accurate direction.

PART III.—PERSPECTIVE SERIES.—Nearly ready.

PART IV.—GEOMETRIC SERIES.—In preparation.

Sample copies mailed, post-paid, to teachers and school officers, for examination, on receipt of one-half price.

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(From Prof. Agassiz.)

PENIKES ISLAND, August 15, 1873.

PROFESSOR H. KRUSI:

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Hoping you may see your method widely adopted, I remain,

Yours truly, L. AGASSIZ.

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BOARD OF EDUCATION.

SEALED PROPOSALS WILL BE RECEIVED BY

the School Trustees of the High School Ward, at the

hall of the Board of Education, corner of Grand and

Elm streets, until Monday, the 12th day of January, 1874,

and until 5 o'clock P. M. on said day, for additions to the

steam heating apparatus in Grammar School No. 40 on

East 36th street, between Second and Third Avenues.

Specifications may be seen at the office of the engineer,

No. 148 Grand street, third floor.

Two responsible and approved sureties will be required

from the successful bidder.

The names of parties offering proposals must be in-

closed on the outside of the envelope containing the

proposals.

The Trustees reserve the right to reject any or all of

the proposals offered.

JOHN F. TROW,

FRANCIS H. WRECK,

ANDREW WARREN,

JOSEPH K. O'BRIEN,

HENRY S. TUBBELL,

Board of School Trustees, 18th Ward.

Dated New York, Dec. 26, 1873.

Local School News.

The New York Board of Education will meet, in accordance with the present school law, on the second Wednesday in January, to organize for the ensuing year. The committee will probably be appointed on the third Wednesday of January.

THE CLASS OF '77 ORGANIZED ON NOV. 5TH.—According to the custom of the college classes, they have adopted a Constitution, also a distinguishing color and motto, the former of which is corn-color, the latter "Upward and Onward," which motto we hope is expressive of the future career of the class in their College course. Since the above date, the following officers have been elected: President, George H. Frost; Vice-President, Howard H. Henry; Recording Secretary, Leigh H. Hunt; Corresponding Secretary, Frank H. Gilbert; Treasurer, Charles F. James; Executive Committee—James K. Luby (Chairman), Charles C. Prothero, Edwin F. McLaughlin, Orator, Anthony T. Horn.

THE NEW WARDS.—The Trustees of the Common Schools of the Twenty-Third Ward of this City assembled on Friday evening, Jan. 2d, at Grammar School No. 4, on Third avenue, between One Hundred and Fifty-eighth and One Hundred and Fifty-ninth streets, for the purpose of organizing and making appointments of Principals of the several schools. Dr. Nathan S. King was elected Chairman of the Board; William Hogg, Secretary; and William B. Silber, Principal of Grammar School No. 4, was selected for Clerk. The drawing for term of holding office of the respective members of the Board resulted as follows: George C. Manner, residing at corner of One Hundred and Forty-seventh street and St. Ann's avenue, one year; Dr. Nathan S. King, corner of Alexander avenue and One Hundred and Fortieth street, two years; William Hogg, One Hundred and Fifty-eighth street, three years; Dr. John E. Comfort, Franklin avenue, near One Hundred and Sixty-ninth street, four years; John L. Burnett, corner of Third avenue and One Hundred and Forty-fifth street, five years. The Chair appointed the following Standing Committee:

On Teachers—Messrs. Comfort, Hogg and Manner. On Finance—Messrs. Hogg, Burnett and Manner. On Repairs and Supplies—Messrs. Burnett, Comfort and Hogg.

On By-Laws—Messrs. Manner, Comfort and Burnett.

The Board then proceeded to appoint Principals of the several schools in the Ward, as follows:

Grammar School, corner College avenue and One Hundred and Forty-fifth street—J. D. Hyatt, Principal.
Grammar School, Third avenue, One Hundred and Forty-fifth and One Hundred and Sixty-ninth streets—William B. Silber, Principal.
Grammar School, Third avenue, between One Hundred and Fifty-eighth and One Hundred and Sixty-ninth streets—William B. Silber, Principal.
Primary School, No. 1—Caroline L. Purdy, Principal.
Primary School, No. 2—Elizabeth C. Woodward, Principal.
Primary School, No. 3—Mrs. Van Liew, Principal.
Primary School, No. 4—Sarah M. Reina, Principal.
Primary School, No. 5—Kate M. Morris, Principal.

The School Trustees of the Twenty-fourth Ward, comprising the late towns of West Farms and Kingsbridge, held another meeting on Friday evening. The Special Committee appointed to report a plan for the most efficient organization, presented their views on the subject. The Committee appointed to take possession of the school property of the Ward reported that they had carried out their instructions and placed the property in charge of proper persons. The Committee also obtained possession of the school furniture which had been removed from the school buildings Nos. 2 and 4, and restored to its original position. It was also reported that every desk, chair, clock, and other article contained in the five school buildings of the old District No. 1 of West Farms, had been mortgaged by the late trustees.

Messrs. Albano and Kennard, Principals of Schools Nos 1 and 4, presented a communication in behalf of the teachers and janitors of the School District formerly known as No. 1 of West Farms, setting forth that the teachers and janitors of the district had been left unpaid for the past two months, and most earnestly asked for such assistance as the new Board could render them in securing the early payment of their salaries.

It had been represented to the teachers and janitors by the old Board of Trustees, as an excuse for non-payment of salaries, that they had been unable to obtain funds from the County Treasurer, but it was subsequently ascertained that Mr. Crook, counsel of the old Board, had received from the County Treasurer, between the 15th and 30th of December, the sum of \$3,070.96, while the teachers and janitors, who really needed their dues, had been unable to obtain a single dollar.

FILES.—We offer to bind files of SCHOOL JOURNAL, in good style, for \$2.25. Persons desiring bound files for 1872 must send their orders before the 10th inst., we furnishing the papers and binding at \$4.50.

OUR LETTER BOX.

J. S. C. GLEN'S FALLS, N. Y.—Your school news, for general interest, will prove acceptable.

Y. P.—We understand that a new school bill for the City of New York will be introduced in the present Legislature.

W. A. WOODWARD, SOMERVILLE, MASS.—The Journal does circulate among scholars. You may send your advertisement as soon as convenient, and it will be inserted in a good place.

THE GOVERNOR'S MESSAGE AND THE SCHOOLS.

COMMON SCHOOLS.

The following statement made by Governor Dix in his message, shows the condition of the public schools and the operation of the common school system for the year ending Sept. 30, 1873:

Total receipts, including balance on hand Sept. 30, 1872.....	\$12,099,108 85
Total expenditures for the year.....	10,946,830 25
Amount paid for teachers' wages.....	7,417,179 59
Amount paid for school-houses, repairs, furniture, etc.....	1,991,023 25
Estimated value of school-houses and sites.....	\$7,070,310 40
Total number of school-houses.....	11,735
Number of school districts (exclusive of cities).....	11,735
Number of teachers employed at the same time for the full legal term of school.....	18,368
Number of teachers employed during any portion of the year.....	20,491
Number of children attending the public schools.....	1,030,380
Number of pupils attending the common schools.....	6,535
Number of children of school age attending private schools.....	130,086
Number of volumes in school district libraries.....	655,315
Number of persons in the State between the ages of 5 and 17 years.....	1,545,300

COLLEGES AND ACADEMIES.

From the reports of the Regent of the University, which will be made to you, it will be seen that the condition of the colleges and academies is, in all respects, satisfactory. In the former the course of instruction constantly adapting itself to the requirements of the age. While disciplinary and classical studies have never been more thoroughly pursued, subjects which are regarded as more closely related to the practical affairs of life, are receiving increased attention. The number of students during the past year was very considerably in excess of that of the preceding. In all that gives character and power to this class of institutions, the colleges of New York will compare favorably with those of any other State.

The number of colleges in the State is as follows: Literary, 22; medical, 13; law schools, 5.

In the academies a system of examinations, instituted by the regents several years since, greatly reduced the number of scholars on which the distribution of the public moneys appropriated to these institutions are made. The reports of the last year show an increase in the number of such scholars of nearly twenty per cent. over the previous year: an increase most gratifying, because it exhibits the salutary influence of higher acquisitions in scholarship. The regents are confident that this influence will continue to strengthen and extend, making itself very sensibly felt in the common schools as well as in the academies. The increased appropriations lately made to these institutions are greatly stimulating the work of both teachers and scholars in all the departments of instruction. They are especially felt in the classes for the preparation of teachers of the common schools, there being an increase of at least thirty per cent. in the number of such teachers now under training, as compared with former years.

This result is regarded by the regents as most encouraging; for with all that is done in the normal schools, the academies must continue to a great extent to furnish the teachers for the common schools, especially in the rural districts. Whatever is done to elevate and improve the institutions in which these teachers are trained will tend directly and positively to advance the schools in which they teach.

The range of subjects taught in the academies is wide, and in the character of the instruction and the apparatus provided for the illustration of science, many of these institutions are fully equal to the colleges of a few years ago.

The number of academies and academical departments of union schools under the visitation of the regents is 210.

STATE LIBRARY.

The State Library, both in its general and its law departments, has been augmented to the full extent of the means at the disposal of the trustees. More than twenty-eight hundred volumes have been added to it during the past year. The annual appropriation, not increased for many years, is inadequate to its wants, especially in view of the largely increased cost of books. The whole number of volumes on its shelves is 90,844.

THE WEST SIDE SCHOOLBOYS' WAR.—Grammar School No. 16 is in Thirteenth street, a few doors west of Seventh avenue. Grammar School No. 35 is in the same street, a few doors east of Sixth avenue. Josiah H. Zabriske is the principal of the former, John M. Forbes of the latter. A bitter rivalry between the two schools has grown into a feud, which, if not soon suppressed may lead to disastrous consequences. For weeks past the residents in the neighborhood of the schools, particularly those near Seventh avenue, have been annoyed by many fights between the boys. This is more especially the case among the boys in the lower classes, whose ages range between eight and twelve years. Every day after school hours about twenty boys congregate on the opposite corners of Seventh avenue and Thirteenth street to discuss the annihilation of their foes, when one a little more daring than the rest ventures to cross over and strike one of the opposing party. This is generally the signal for a free fight, in which all take a part. Wednesday afternoon, in consequence of the rain the pupils were dismissed at two o'clock instead of three. They met as was their custom and discussed matters. One of the pupils of 16 threw a stone into the crowd

from 35. This was the signal for action. All the boys took stones from the street and the air became thick with flying missiles. Several windows were broken. Then the crowd from 16 chased the crowd from 35 toward Sixth avenue, where the latter were reinforced by some of their own school-mates. They in turn forced the pupils of 16 back toward Seventh avenue. Stones, bricks, rotten vegetables, anything that the boys could lay their hands upon were seized and thrown into the ranks of the opposing party. Fortunately no serious damage was done, except a few blackened eyes and slight bruises. The boys, while engaged in this business, wore like troopers. One of the boys took from an ash barrel a piece of broken glass and threw it at another, but failed to hit him. Several passers by were struck by stones. One lady might have been seriously hurt, but for her umbrella. A man's hat was taken from his head by a billet of wood, which must have weighed at least a pound. Another man had his face bespattered with mud. The battle raged for half an hour. When one of the boys was caught by an opponent, he was thrown to the ground and his head was battered with their geographies, readers, or histories. During the whole siege the books played a very important part and were used as implements of offence as well as defence. At the conclusion of the battle, the contestants gathered in little knots to compare bruises. One accused the other for not throwing large enough stones. Another accused him of not having a sufficient quantity of stones on hand to last during the whole engagement, while another was accused of cowardice in using an old shoe when a brickbat was "just as handy."—N. Y. Sun.

A NEW ARGUMENT AGAINST FREE SCHOOLS.

The question of a system of education like ours is agitated in England, where it meets with much opposition. The lamentable condition of ignorance prevalent in the United States is pointed out as proof of the low condition to which a people with free schools can sink. We are told by a leading London journal that men of scientific attainments and of learning and culture are more rare in America than in any society of similar wealth and opportunities, and that this fact is the direct result of the low standard produced by our educational system. We are also informed that "the vast majority of Americans are not educated up to the point at which they can read and appreciate a leading article, and leading articles are written down to the point at which this intelligence ends." And then the writer indicates the extent of the "intelligence" by saying that in the United States a fictitious history "has been created for the use of schools," "consisting chiefly in unmeasured panegyrics on all American institutions and statesmen, and in equally unmeasured vituperation of Great Britain." This inaccurate statement is made the basis of an agreement to show that Free Schools are not possible in England, because Protestants and Catholics, Dissenters and Churchmen look at history from different standpoints, and could not possibly feed at the same intellectual table. Neutrality in history the writer deems impossible, and a "watery" history he repudiates. Hence England is to remain content with hedge-row instruction and the mild tutelage of the village dames for the poorer classes, while the well-to-do have a higher culture and escape the "illiteracy" which flows from the public school system of this country.

It is not often that the *Pall Mall Gazette* indulges in such gross errors of statement as characterize the article to which we have referred.—N. Y. Com. Ad.

GENERAL INFORMATION.

BARNUM expects to open his Coliseum to-day.

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A MASSACHUSETTS EXPERIMENT.

THE INDUSTRIAL SCHOOL FOR GIRLS AT LANCASTER.

The Springfield Republican has a long and valuable account of the State Reformatory of Massachusetts—the Reform School for Boys at Westboro, and the Industrial School for Girls, at Lancaster. In regard to the latter, it says:

There were but 110 girls in the Lancaster school on the first of last October; against 121 in 1873, and 131 in 1871, and 143 in 1870. In 1868 there were but 139; but in that year the new commitments were 56, and the readmissions 66, while in 1873 the new commitments were but 20 and the readmissions 20 also—only about one-third of what they were five years before. During this period the age of those retained in the school has so much increased, that, whereas a majority of them in 1868 were under 16, there are now 83 out of 110 in the school over 16, and 54, or nearly half, who are over 17. In regard to the change that has been going on, the Lancaster trustees say: "The Superintendent's report will show a diminution of numbers, and an increase in the average age of the inmates. A number of them are only retained waiting for suitable places or homes to be found for them, so that the number going out will greatly exceed the commitments for some little time to come. The records sent by judges and commissioners, beside increased age, indicate also that those sentenced have wandered farther from home, and have been more prodigal in the waste of life, than those formerly sent; and there are intimations that hereafter only those regarded incorrigible are to be sent to Lancaster. It is supposed these older girls will have more mental culture, and many of them, enough of what is usually called education, and will bring a large increase of physical power to the school; but our experience shows us they may be so very ignorant and diseased, that they will not do so in fact. It will be necessary to retain them a longer time to restore them to such moral health that they may be returned into the community without too great exposure of themselves, or the equally serious danger, that of corrupting others. We question the wisdom of changing the original design of the school by sending to it chiefly older and more corrupt girls. If the matrons have for their training and reformation such girls as are found in our communities, without guardians and homes, with the degree of criminality which, unchecked, will end in ruin, they can keep their families up to so high a standard of virtue that the newly-admitted persons can be received with reasonable hope of their being overcome by the good; but, if only these deemed incorrigible are sent, vice will have the ascendancy—"good will be overcome by evil." It would be an attempt to reform by placing the fallen sinner in company no better than her own. The classification would be unnatural, rendering reform more difficult. We know there are numbers of young moral defectives, in all our large towns, and in the country, too, who should be cared for before they pass into the decidedly dangerous class, a class more to be feared, because of its corrupting influence, than those usually counted defective on account of some physical disability. The school is needed for these young moral defectives."

This opinion of the trustees, that the original plan of the Lancaster school has been changed, is shared also by Miss Mary Carpenter of England, who visited it last Summer, and has written a letter concerning it to the Secretary of the Board of Charities, by whom it is published in the Boston Advertiser. Miss Carpenter regrets the alleged change, which is probably greater in the eyes of the trustees than in those of the law. That remains now much as it stood in 1864, when the school was created. But there has undoubtedly been a change in the mode of administering the law, by which the discipline and moral standard at Lancaster have suffered, as they have suffered at Westboro. This change is due to several causes, and not wholly to the action of the State Visiting Agent, as the Lancaster trustees intimate.

OUR PUBLIC SCHOOLS.

In the course of his lecture on "The Land of the Midnight Sun," recently, M. du Chaillu spoke of the sturdy health of the Norwegian and Swedish children. This he attributed to their simple diet, and the fact that they spend so much of their time out of doors. Every public school has a gymnasium, and, as if that were not enough, the children are compelled to take fifteen minutes' exercise in the school-yard after every hour of study. Thus the body is taken care of as well as the mind. In our public schools, on the other hand, the rooms are crowded and badly-ventilated, and the system of discipline is such as to retard rather than promote a healthy physical growth. Teachers—especially principals—are apt to pride themselves on a discipline of motion more perfect than that required of any soldier. During drill, whether standing, marching, or sitting, the scholar is forbidden, under several penalties, to lift the hand, even though a fly be settling on the nose, or an emigrating mosquito from New Jersey be hovering about the ear. The effect of this severe and unnecessary discipline upon a child of delicate temperament and highly-strung nerves, is bad as can be. Of course it bears beautiful fruit outwardly. The visitor at one of the first-class schools, before whom the principal shows of his or her scholars, is struck with the precision with which the long line of scholars enter to the sound of music, file solemnly to their seats, sit, fold their hands,

and stare blankly at nothing, while the monitors (types of a perfection to which few attain) rise, glide to their stations, and at a signal cut off the class-rooms by shutting the glass-doors between. This panorama looks as fine in its way as a street parade of the famous Seventh Regiment. But it would not be so pleasant to behold if we knew by how much painful drilling and wearisome keeping down of Nature's cry for unrestrained movement of limbs and muscles, by how many threats and punishments, this perfection of drill was attained. Question any of the little ones (yes and the larger ones, too,) at their own frescoes, and they will confess readily that the whole thing is irksome, and gained only through many aches of head and limbs. But, then, it "reflects great credit" (as reports of school visitors say) on the principals and teachers of the schools. There is no good reason why a little more common sense should not be mingled with our educational system, and more exercise be allowed the children with less discipline and shorter hours. Why not borrow from the Norwegians the excellent suggestion of allowing a quarter of an hour for exercise to every hour of study? A visit to the crowded rooms of some of our public schools, and an hour's breathing of their bad atmosphere, would convince even the most sceptical that there is room for reform in this direction.

THE MARRIAGE OF THE DUKE OF EDINBURGH.

The St. Petersburg journals, says the London Daily Standard, state that the marriage of his Royal Highness the Duke of Edinburgh with the Grand Duchesse Mary of Russia has been fixed for the 30th of January. The marriage, according to the rite of the Church of England, appears to create certain difficulties. In the Greek Church marriages take place in the evening; in the Church of England during the day between certain prescribed hours. Hitherto the marriage ceremony of a Russian Grand Duke with a Protestant Princess, according to the Greek rite, has always been followed by the according to the Protestant rite in one of the saloons of the Winter Palace; but a marriage according to the rite of the English Church must be performed in a church, chapel, or other building specially licensed. Our informant states that nothing has transpired as yet about the manner in which these difficulties are to be solved. Arrangements for the reception of the high guests, who will be present at the marriage, continue to be made. For the bridegroom, his brother, Prince Arthur, the German Crown Prince and his consort, the Dukes of Saxe-Coburg-Gotha and of Cambridge, and for Prince Alexander of Hesse, apartments have been prepared at the Winter Palace. The Prince and Princess of Wales will reside with the Grand Duke Czarewitch at the Anitschkine Palace.

SUN SPOTS.

ONE OF UNUSUAL MAGNITUDE AND BRILLIANCY DISCOVERED BY PROF. LANGLEY.

The following interesting letter from Prof. S. P. Langley, appears in The Pittsburg Gazette of Dec. 27:

During the past week a spot has appeared on the sun of such unusual magnitude as to have been visible to the naked eye, and the occurrence is rare enough to attract all who take an occasional interest in such matters. Such large spots, it is now well known, usually are visible, if at all, at certain definite periods, the last time of their maximum having passed some three years ago, and though smaller ones are at nearly all times seen with the telescope, it is more than two years since any has presented itself of the size of this, which, coming so far out of season, offers a spectacle which is not likely to be repeated for several years.

Perhaps, then, I may feel warranted in inviting attention to the spot in question, which can now be seen nearing the western side of the sun where it is conspicuous with very little optical aid, and is even visible with attention through a smoked glass, looking like a small cloud on the brightness of the western limb, behind which it will soon disappear. Through a great telescope the spectacle is remarkable, over 40 smaller spots having united to form the large one, whose length is somewhat over 85,000 miles. Through this extent the surface is broken up and tossed into every form into which the solar cyclones can distort the intensely brilliant matter on which they are acting. Curvilinear outlines of the traces left by these whirlwinds predominate, but the intricacy and beauty of the shapes are beyond comparison with any of the cloud-forms of our own atmosphere, as they are also more definite in outline. Some are crystal-like in the precision of their details; but while the crystalline patterns the frost traces on our window-panes are not more beautiful or definite, they cannot rival the vivid splendor of these solar forms, or bring up the impression we gain when we observe that as vast as the real dimensions must be, they are shifting and passing into new shapes from hour to hour, and even visibly changing while we gaze.

The interior of a puddling furnace, in which the white masses of iron are seen, looking like melting snow, is in miniature not wholly an unsatisfactory type of one of these and perhaps to a Pittsburgh reader such a comparison will be as descriptive as any which can be offered. The resemblance holds in more points than one, for iron heated to the point where it passes

into glowing vapor is one of the prominent ingredients in the clouds over and around the spot. It is known that in our own blast furnaces a comparatively small quantity of the metal is vaporized out of every charge, and the results of an interesting estimate show that the total quantity of iron thus dissipated in the smoke of Pittsburgh furnaces reaches an annual amount of over 5,000 tons—an estimate which is startling, but within the truth. With the help of this result, and that of measurements made at the Observatory, which shows that the "spot" covers over 1,800,000,000 square miles, we may try to conceive the magnitude of the action which fills with the vapor of iron and the rarer metals such an area, every part of which is necessarily at a temperature above any that the blast furnace can rival.

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showing the condition of all the Savings Banks of the State of New York, January 1, 1873:

Bonds and Mortgages.....\$184,639,404

Governments, State and municipal bonds.....154,261,058

Cash on hand and on deposit.....1,123,228.70

Total.....\$340,528,531

Amount due depositors.....\$285,533,437

Surplus.....\$154,775,094

Amount due depositors January 1, 1872.....\$41,623,073

Increase of deposits from Jan. 1, 1872 to Jan. 1, 1873.....\$113,151,978

Number of depositors January 1, 1873.....821,542

Number of banks.....120

Business of the Sixpenny Savings Bank from January 1 to December 1, 1873:

Receipts.....\$4,365,127.85

Payments.....4,174,704.04

Balance.....\$190,423.81

Number of accounts opened Jan. 1 to Dec. 1873.....6,319

Number of accounts closed.....4,785

Balance.....1,644

Total number of accounts opened since organization.....70,710

Total number now opened.....154,261,058

Number accounts opened to July 1863 to Jan. 1 1873.....18,769

Number accounts opened from Jan. 1, 1864 to Jan. 1873.....135,490

Gain.....49,450

Amount on January 1, 1873.....\$112.30

Amount on December 1, 1873.....\$161,644.30

Gain.....\$49,432.00

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